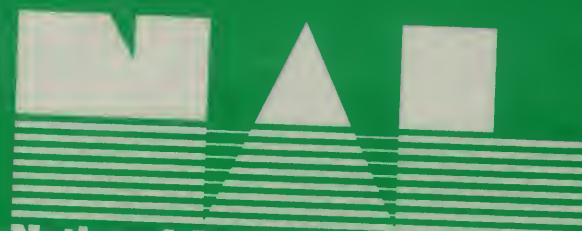


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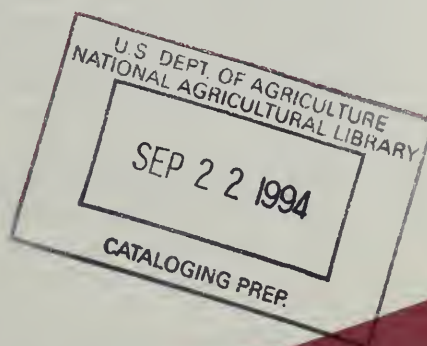
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EFNEP-Innovative Approaches

Expanded Food and Nutrition
Education Program

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EFNEP

Expanded Food and Nutrition Education Program

EFNEP — Innovative Approaches

Background

The 1983 Expanded Food and Nutrition Education Program (EFNEP) Policies state that:

“Methods for program delivery may include but not be limited to direct teaching by paraprofessionals or volunteers in group or one-to-one situations; mailings and telephone teaching to complement other teaching methods; mass media efforts to develop understanding, awareness, and involvement in the educational program; and development and training of volunteers to assist with direct teaching of adults and youth.

“Innovative program delivery methods for adults and/or youth may be submitted annually in the State Plan of Work and must be within EFNEP policies and allocated state funding. With present constrained resources, states should consider new innovative program delivery projects to expand clientele contacts and improve clientele retention of nutrition knowledge.”

In this EFNEP summary, innovation is defined as something new or different in delivery, or the alternation of a procedure or technique. In this context, the innovative program delivery methods help to expand program outreach and improve the retention of nutrition knowledge. Thus, innovation created greater productivity.

Since the introduction of the revised EFNEP Policy in fiscal year 1983, major efforts were made by States to encourage innovative program delivery methods. Fifty-seven percent of the States submitted plan of work amendments for fiscal year 1985 which contain innovative procedures, methods, or projects which should result in increased cost-effectiveness.

Innovative programs were carried out in group teaching, telephone teaching, radio, television, newsletters, and correspondence courses.

Group Teaching

Florida — Currently 40 percent of the families receive EFNEP instruction by the group method. This change in program delivery has increased cost-effectiveness by more effective recruitment of clientele. The increase of families being taught in groups is a result of area-wide training meetings conducted by the State staff for aides and supervising home economists. The training emphasized the importance of group work and provided strategies for the aides to become better prepared for teaching groups of homemakers. They became familiar with procedures on selling strategies needed to introduce the program to potential clientele while recruiting more homemakers for group work.

The staff also received training on the importance of teaching in groups to save time and money.

To help the aides sharpen their teaching skills, 1-day workshops were held throughout the State on teaching methods and techniques, on the learning process in developing a teaching guide, and on ways of evaluating teaching techniques.

Texas — Most EFNEP lessons in Hidalgo County are taught in groups. The paraprofessionals' success in group teaching is attributed to the importance placed on teaching in groups during the homemaker's first contact visit. Also, the paraprofessionals have learned how much easier it is to teach two or three people than one.

Homemakers view group teaching as the best method for program delivery. They become familiar with the method early in their enrollment and find it easy to learn. With the assistance of the paraprofessional, homemakers are asked to form a group of two or three people who could benefit from the program lessons. Homemakers are encouraged to invite friends, relatives, and neighbors to form home groups. The home groups range in size from two to eight people. Group meetings held in a community center usually include 35 to 40 people. Homemakers like the group meetings and feel they learn more because of the additional questions and discussions. They also look forward to seeing friends at the meetings.

Virgin Islands — A combination of a paraprofessional aide and the use of a volunteer as a teaching method has expanded the clientele, and reduced the length of enrollment for program homemakers. It has actually cut in half the length of time homemakers stay in the program. Enrolled homemakers meet in groups twice a week. During the first meeting, nutrition information is delivered by the EFNEP aide. At the second meeting, information is presented by a homemaker (a volunteer and a client in EFNEP). This meeting usually focuses on exercises and a review of the subject matter to reinforce concepts previously taught by the aide. On the day the aide meets with the group to deliver nutrition information, she spends a few minutes clarifying the subject-matter or answering questions from the volunteer's meeting. At the end of the aide's presentation, she provides the volunteer with plans for her next meeting.

Telephone

Louisiana — To supplement the monthly one-to-one meeting, aides telephone their homemakers at least once a month to reinforce major concepts which the aide selects from their monthly lesson plan. This is being done on an informal basis. A formal mimeographed booklet of suggested telephone messages was compiled for the aides.

Colorado — Innovative delivery methods include teaching by the Teletips program. Teletips includes recorded messages written specifically for EFNEP homemakers. Aides supplement lessons by asking homemakers to dial a prepared telephone message — a specific topic is coordinated with their needs and with a recently taught lesson.

Minnesota — In Goodhue County, an alternate method of teaching low-income families was implemented. Previously homemakers were generally taught every 2 weeks. Now one-to-one contact visits are held with these families every 4 weeks, and telephone contact is made with them every 2 weeks, in place of home visits. In order to acquaint them with the program and to build a trusting relationship between the aide and homemaker, families were seen on a one-to-one basis for the first three teaching visits. This system cuts driving time and mileage considerably.

Following the initial visits, homemakers were given a lesson to complete, then were contacted by a telephone visit 2 weeks later. During the telephone teaching the aide discussed the lesson with the homemaker. After the telephone teaching, the next home visit is scheduled. A lesson is sent to the homemaker to be completed by the next one-to-one visit. If further instructions are needed, they are included in the mailed materials.

Vermont — Available resources are extended through revised delivery methods. Families with telephones are being reached with intermittent one-to-one and small group visits complemented by mailed lessons and telephonic followup and instruction. In 1983, 15.5 Full Time Equivalent (FTE) aides reached 69 families/FTE using traditional one-to-one and small group delivery. In 1984, 11.1 FTE aides reached 78 families/FTE, demonstrating a 13-percent increase in the number of families reached by these improved delivery methods. Greater emphasis is placed on using these alternative methods and on increasing reliance on volunteers to further increase this ratio of families served per FTE of personnel.

TV and Radio

Wisconsin — A TV series was used to supplement and reinforce nutrition concepts with EFNEP homemakers enrolled in the program for 6 months or less. The series "Good Food on a Shoestring" includes six 24-minute television programs about nutritious, inexpensive meals and snacks. Each program covers a different nutrition topic: Snacks for Health, New Foods — New Recipes, Compare and Save, Balanced Meals With Appeal, Meatless Main Dishes, and Key Vegetables.

The series was developed to test the effectiveness of using cable television to teach nutrition to a low-income audience, to provide parent/child interaction information, and to enroll and reach more families. Home study materials were available by calling or writing.

To measure nutrition knowledge and change in food behavior, parent/child interaction, and TV viewership, an evaluation was done by pre- and post-tests. Of the women who watched the program, the average total score improved significantly.

The pilot project effort was a combined activity of the University of Wisconsin (UW)-Milwaukee and UW-Extension. Each TV program aired twice a week for 6 weeks on Racine Cablevision. The series' "stars" were EFNEP program aides and families from the Milwaukee and Racine area.

Vermont — TV programs are used to augment the EFNEP group or individual teaching. This has resulted in homemakers taking on more responsibilities for their own learning opportunities. The TV method has been very effective when planned in conjunction with lessons taught in a particular timespan.

For example, families were taught the 10-lesson series, "Good Food — Good Times." Homemakers were urged to watch the TV program along with the lessons. Aides also reinforced the same nutrition concepts when they made group or individual teaching visits or a telephone teaching call. A mailed leaflet on the same lesson was used for further reinforcement.

In addition, homemakers are encouraged to watch "Across the Fence" (Extension's daily TV program) after graduation. These TV shows increase knowledge of subject matter beyond food and nutrition and familiarize viewers with the Extension Service programs and the county offices.

Vermont has found that TV creates awareness and that some knowledge transfer also takes place. For indepth learning, however, further contact and reinforcement are necessary.

Georgia — The hypothesis was that nutrition concepts could be taught to EFNEP audiences by the use of a TV show based on a "soap opera" format.

Eight 30-minute TV shows were developed to help homemakers achieve 35 nutrition competencies. The competencies were divided into eight areas: Food Groups; Nutrient Information; Food Budgeting; Meal Planning; Food Purchasing Shopping — Skills; Food Purchasing — Unit Pricing; Food Storage, Sanitation, and Preservation; Food Preparation.

A "TV Guide" was available to viewers by calling a toll-free number. The TV Guide has four information pages for each TV episode. These pages included a nutrition review with pictures from the show, a pencil activity to reinforce the nutritional concept, a recipe, and a mail-in sheet to be used as an evaluation of the show.

Results indicated that participants increased food recall scores, overall food behavior scores, and nutrition knowledge. However, scheduling of the show presented problems; enrollment and evaluation were time consuming. Public service time made the program possible.

New Mexico — To improve cost-effectiveness by supplementing EFNEP traditional teaching, a radio/TV survey was conducted to determine the radio and TV habits of EFNEP families. As a result of the survey, efforts were made to include food topics, such as purchasing, nutrition, and food safety, during the EFNEP participants' preferred listening and viewing time.

The survey results also provided information about the listening audience which has proved helpful in developing TV and radio spots. The audience consisted primarily of young homemakers of Hispanic origin. Nearly half were single parents. Thirty percent were welfare recipients and 42 percent received food stamps. Food purchasing was the highest rated topic; nutrition and food safety were also of interest.

Newsletters

A "Katie Letter" is sent to all EFNEP participants in Alabama. The "Katie" letters supplement the aides' teaching, provide nutrition information, meal planning, and shopping tips, and support teaching concepts. Results of the evaluation revealed that 98 percent of the homemakers receiving the letter read it and reported receiving help. Ninety-five percent of the homemakers reported trying featured recipes in the letter. Fifty percent of those receiving the letter had graduated from the program. Ninety-eight percent were receiving either food stamps or participating in the Women, Infants and Children (WIC) Program and reported a need for the timely information.

Correspondence Courses

Tennessee — Correspondence courses were utilized to provide indepth information on specific subject matter topics and to maintain contact with graduated homemakers. The EFNEP home economist has weekly contacts, by telephone, with each enrollee to reinforce a topic or to clarify any misunderstanding.

The correspondence courses include: Weight Control, Food Preservation, Food Safety, Food Buying, and Healthy Babies (Nutrition During Pregnancy).

Homemakers serving on the EFNEP Advisory Council have suggested that the correspondence courses be continued. The graduated homemakers determined that the correspondence courses meet their needs. They can progress at their own pace and complete the activity at home.

New Approaches Meeting the Needs of Special Audiences

Florida — A special EFNEP project was funded for a year in several of the "orange freeze" counties where economic situations have forced families to alter their lifestyles. The 1-year project functions as an EFNEP unit with paraprofessional aides and a home economist providing continuous on-the-job training and supervision. A core curriculum is delivered to families both individually and in small groups. All families graduate within 12 months or less.

Hawaii — The situation of youth unemployment was considered in planning an EFNEP program on Maui. Many of the youth were delinquent before the age of 17. In many cases this prevented them from obtaining employment. Many were even restricted from entering the grounds of tourist resorts and hotels.

A pilot curriculum was developed to meet the objectives of EFNEP, and to bring together the interest of the food service industry and the youth, who desired to learn employable skills.

Community volunteers from the tourist industry and hotel management cooperate in educating and training youth in food preparation, safety, management skills, and career choices related to the food service industry. Plans are to extend the pilot program to other locations.

Minnesota — Efforts have been made to serve EFNEP Hmong (Vietnamese) refugee families more effectively through referral systems with special agencies and with the support of private foundations which provide resources for community projects. In Ramsey and Hennepin Counties, EFNEP program aides worked with about 150 Hmong refugee families. Help for the families is provided through EFNEP, as well as other Extension programs including a community garden project and a unique commercial gardening project which uses the refugees' basic agricultural skills. A multilingual Hmong program aide introduces new and unfamiliar foods, food preparation concepts and skills, and canning and freezing processes, and teaches the families how to read English labels.

The families have overcome many language barriers as direct teaching takes place to improve their nutrition. They readily adopt new food practices and eagerly pass the information on to others.

**Management
Techniques Increase—
Cost-Effectiveness**

Colorado's program and lines of communication are more effective now that the county EFNEP professionals, food and nutrition specialists, and EFNEP coordinator hold quarterly meetings where budget issues, program information, training requests, and developed materials are discussed.

Michigan and Wisconsin developed a new computer program for EFNEP recordkeeping. The project was coordinated by the North Central Computer Institute (NCCI). In addition to compiling the records of EFNEP homemakers, volunteers, and youth participants, the computer program summarizes homemaker information prepared by the aides. It allows input space for monthly updates, the number of group meetings or individual visits, and food recall information. It also compiles the data for the National EFNEP Reporting System.

Utah — More accuracy is noted in reporting, since EFNEP aides are gathering food recall information on the "Nutrient Density Diet Analysis" form. The information is fed into the computer and the printout is returned to the homemaker. The aide discusses the results with each homemaker, and teaching materials and lessons focus on the nutrients needed in their diet. The computer-generated information is also used in the monthly "Homemaker Helps" newsletter for EFNEP participants.

Homemakers respond positively to their individual computer printout and the analysis of their diets. They are now more specific in providing dietary information.

Louisiana — To expand University resources and increase training materials, video tapes are used in staff training. Video tapes were purchased and developed for both initial training for new aides and for ongoing inservice training. An EFNEP library of tapes was organized. The development of video tapes will continue and video playback equipment has been purchased for each EFNEP unit.

Maine — A new approach to providing a special professional development opportunity has benefited all participants. The paraprofessional nutrition aides participated in the States Nutrition Education and Training Program for local school teachers. They have enhanced their basic nutrition knowledge and competency level. The program provided an opportunity for aides to communicate with nutrition professionals, and to share EFNEP accomplishments.

Colorado — The use of a 6-month computer analysis for planning lessons and to assess homemakers' progress has resulted in earlier graduation, an increase in the number of homemakers enrolled, and consequently enhanced cost-effectiveness. The program aides use the information to plan future lessons based on the homemakers' knowledge, needs, and practices.

Kentucky — Mobile units are used as teaching centers for small groups on a weekly or biweekly basis. The unit travels from community to community and the teaching is done by paraprofessionals.

Michigan — Preliminary data show that the performance evaluation instrument has helped to increase staff morale, performance documentation, and performance results. A Behavior Observation Scale "BOS" format, which utilized critical incidents related to success, is used in EFNEP to facilitate staff evaluation and programming for better results. The system is based on the premise: If one has identified the components (critical incidents) that determine job success, and management helps staff to develop in these areas, then the staff will be more successful and program results will improve.

The instrument was developed with staff input and was piloted for a year before it was implemented. The appraisal is divided into three components: Relating an aide's performance to observation of predetermined behaviors; documentation of an aide's progress with EFNEP homemakers and the aide's use of time; and setting goals for the next 6 months.

**New Program
Materials Increase
Efficiency**

Michigan — A self-instruction course "Eating Right Is Basic" was developed for homemakers. The instructions are on a small record which can be left with the homemaker, or used in the teaching/learning experience when appropriate.

The "Eating Right is Basic" curriculum is also translated into braille for blind homemakers.

Colorado — An 18-lesson series was consolidated into 12 lessons in order to help homemakers graduate after a year's enrollment. Progression analysis, coordinated with these lessons, has improved overall management. The lesson series has improved delivery methods and streamlined program effectiveness.

Massachusetts — The "Care Plan" process upgraded and systematized the aide's teaching and has resulted in more continuity in teaching. The plan requires aides to teach in response to the expressed needs of the family based on information gained through direct assessment during teaching visits. It also requires interaction between aides and supervisors as the plan is finalized.

Concurrent with the development of the Care Plan, a definition of graduation was formulated and implemented. The definition, the care plan, the computerization of records, and annual site visits to review records have increased program effectiveness.

Michigan — Program delivery methods have concentrated on graduating EFNEP families within 6 to 9 months. This graduation practice occurred because the "Family Fare" evaluation study showed that most enrolled families reach their increased level of success in EFNEP within 13 to 17 visits conducted over 4 to 6 months. Both aides and the enrolled families like the shorter time frame. A "Family Fare" pictorial survey/test assesses EFNEP's effectiveness in changing the food practices/behavior of enrolled families.

This evaluation tool is now used as an ongoing introductory or planning survey by all EFNEP staff in Michigan. Since it is administered by the aide and is in a picture format, it is easy to use with all families.

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